

INSIDE

2-3

Winter Conference
Registration

4

IPLA Profile

5

Curriculum Mapping

Instructional
Coaching

6

Books for Leaders

7

IPLA Grad Wins
Award

Quote Corner

8

Calendar

IPLA Staff

School-Wide Positive Behavioral Interventions and Supports

What School Leaders Need to Know

By Brett Bollinger, Co-Director, Indiana State Improvement Grant (IN-SIG)

As educators, we seek to create a school culture where staff and students can engage in teaching and learning with minimal disruption and more productive, on-task behavior. A safe and orderly environment is included in almost everyone's list of correlates of effective schools. We know that the hours spent correcting unwanted, negative behaviors can be better spent promoting student learning and appropriate social development in our students. School-wide positive behavioral interventions and supports (SW-PBIS) is a research-based framework that bridges the gap from research to practice. This framework establishes an environment in which behavioral expectations are clearly and positively stated, and in which staff and students are taught the norm of rewarding positive behavior, rather than punishing negative behavior. With parents and the community as active partners, SW-PBIS reinforces student behavior that meets school expectations. Nationwide, over forty states are now participating in statewide initiatives to train schools to implement the SW-PBIS framework. The Indiana State Improvement Grant has worked with over seventy schools to implement SW-PBIS initiatives, and many other school districts have employed SW-PBIS trainers to begin their own initiatives.

As a school leader, what should you know about SW-PBIS and its relation to Indiana's Vision of Response to Intervention? (See www.doe.in.gov/indiana-rti for more information.) SW-PBIS is not a pre-packaged program that can be purchased and implemented by following the directions included with the program. Rather, it is a multi-tiered, "systems approach to establishing the social culture and behavior supports needed for all children in a school to achieve both social and academic success" (Sugai & Horner, 2007). SW-PBIS is composed of six components that include:

- Selecting and defining expectations and routines that are observable, acknowledgeable and teachable
- Teaching the expected behaviors and routines directly in all settings
- Actively monitoring behavior
- Acknowledging appropriate behaviors
- Establishing a systematic data-based decision making process
- Evaluating effectiveness and making corrections as needed

In addition to these core curriculum elements, SW-PBIS offers strategies and more intensive behavioral interventions that can be applied at the secondary and tertiary tiers.

When viewed within Indiana's Vision of Response to Intervention, SW-PBIS incorporates all of the following components of the response to intervention model.

Leadership: SW-PBIS is "driven" by a school-based leadership team composed of administrators, teachers, support staff, and parents. It should be supported by both district and state leadership teams.

(continued on page 6)

January 27-28, 2009



Don't Wait! Seats are Filling Quickly!

WINTER CONFERENCE

Day 1

Tuesday, January 27, 2009

- **Dr. Mike Schmoker**, author of *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, will do a morning keynote presentation on the essential elements of school improvement.
- **Dr. Michael Klentschy**, currently an instructor in the Division of Teacher Education/Educational Leadership at San Diego State University Imperial Valley Campus, the former Superintendent of Schools of the El Centro School District in El Centro, California, and 2005 Administrator of the Year by the National Science Education Leadership Association, will do a luncheon keynote on systemic reform. The I-STEM Resource Network is sponsoring the luncheon. Lunch is included in the registration fee.
- The afternoon will feature breakout sessions focused on school improvement.

Day 2

Wednesday, January 28, 2009

- There will be an update on Indiana Educational Law focusing on Article 7, CORE 40 Assessment, and English Language Learners (ELL).
- **Dr. Paul Nussbaum**, Clinical Neuropsychologist Adjunct Associate Professor of Neurological Surgery University of Pittsburgh School of Medicine and International Consultant on Brain Health, will do a morning keynote presentation on brain health and the rigor, relevance, and relationship framework.



Results...POW!

Rigor,
Relevance &
Relationships

The conference will focus on achieving school improvement results through rigor, relevance and relationships. Registration is now open to all Indiana educators. Conference information, including online registration and hotel reservations, can be found on the IPLA website at www.doe.in.gov/ipla

19th Annual IPLA Alumni Association Winter Conference

Results...POW!!

"Rigor, Relevance & Relationships"

January 27-28, 2009

Sheraton Indianapolis Hotel & Suites

***Achieving School Improvement Results through
Rigor, Relevance and Relationships***

When: Tuesday, January 27, 2009
Wednesday, January 28, 2009

Where: Sheraton Indianapolis
Hotel & Suites
8787 Keystone Crossing
Indianapolis, IN 46240

Online Registration

Registration is open to all Indiana educators. To register, please go to the IPLA website: www.doe.in.gov/ipla and follow the 2009 Winter Conference link.

Conference Fees

\$175.00 on or before January 1, 2009

\$225.00 after January 1, 2009



IPLA Profile

Denis Ward, Superintendent of Danville Community School Corp.

What is your area of training?

- Bachelor of Science in Physical Education and General Science from Indiana University in 1975
- Masters of Science in Guidance & Counseling from Indiana University in 1979
- School Administration Certification from Butler University in 1981
- Ed.S. in School Administration from Indiana State University in 1997
- Ph.D. in School Administration from Indiana State University in 2006



Denis Ward

What was your IPLA experience like? IPLA was a mountain top experience in professional development for me. It was an opportunity to spend time over two years listening to nationally known speakers share with us their experiences and knowledge. These presentations covered many current research-based instructional strategies for classrooms. Most importantly, it allowed me to develop networking opportunities that continue today. Many of my colleagues that I talk with weekly were members of my IPLA network groups.

What is your connection to IPLA?

- Graduate of group 10
- Member of the IPLA Alumni Board since its inception
- Currently on the Winter Conference Committee
- Facilitation team leader for groups 37 & 38
- Current facilitator for group 45

How has IPLA benefited you and/or contributed to your professional life? IPLA has been the foundation from which I have built my professional life. The many concepts and strategies that were presented at IPLA sessions and Winter Conference have become entwined with my philosophies. I truly believe that I would not be the type of leader I am today without IPLA's influence.

What is your philosophy of education or leadership? My educational leadership approach is built upon a foundation that is based on two main philosophies: servant leadership and transformational leadership. Additionally, there are several other core beliefs that help to support these philosophies and provide direction within my leadership approach.

Servant leadership is based upon the premise that the leader serves the people that he/she leads. Six defining statements help me to strive towards refining my servant leadership. My goal is to accomplish the following statements as a part of my leadership:

- Devote myself to serving the needs of organization members.
- Focus on meeting the needs of those I lead.
- Develop employees to bring out the best in them.
- Coach others and encourage their self expression.
- Facilitate personal growth in all employees and stakeholders.
- Listen and build a sense of community.

Servant leadership provides a high level of effectiveness because the employees' needs are met at a high level allowing them to perform closer to

their potential. Utilizing this philosophy causes me to steer from domineering leadership and pushes me to think about how to respect, value, and motivate those who work for the organization.

The second educational leadership philosophy that is a major part of my approach is that of a transformational leader. This is a leader who helps employees within the organization improve their performance to bring about beneficial change in the individual and the organization. Trust, respect, and loyalty are the typical outcomes of this philosophy based upon employees realizing their importance to the goals of the organization.

In addition, there are several core beliefs that help frame my leadership philosophy: every student can learn; leaders must lead by example; and leaders must exhibit a high level of honesty, integrity, and character. These core beliefs, along with the blending of the two philosophies mentioned earlier, provide me with a very strong leadership approach. The result is an effective style of leadership that includes employee involvement enhanced by a high level of employee morale.

What have you been doing? After spending eight years as an Assistant Superintendent in Mt. Vernon (Posey County) and Mooresville, I began transitioning into the Superintendency at Danville Community Schools in July, 2008.

What are you focusing on professionally? In Danville Community Schools, our focus is on continuous quality improvement. We emphasize the use of quality tools and processes to maximize and document student achievement. I'm currently focusing on understanding and enhancing my knowledge of these processes and tools. This process is a prime example of the need to be a life-long learner. My academic preparation from a Bachelors degree through the Ph.D. program provided large amounts of professional reading and development. Continuous quality improvement provides another opportunity for academic growth and development.

What is something that you have done recently?

In Danville, we have started the process of developing our school district's vision and action plan for the year 2020. This vision includes the research and development of a full spectrum of services in the area of alternative learning. This vision will include but not be limited to: virtual learning environments, early college degree obtainment, embedded high-ability programs, wireless classrooms including wireless textbooks, and many other 21st century strategies.

What is your favorite quote? "Do not follow where the path may lead, go instead where there is not a path, and leave a trail." —Munel Strode

What are you reading at the moment? *Failure Is Not an Option: Six Principals That Guide Student Achievement in High-Performing Schools* by Alan M. Blankstein. Our administrative team is currently conducting a book study with Mr. Blankstein's book.

What book do you recommend that everyone have in his/her professional library?

- *Professional Learning Communities* by Rick DuFour
- *Instruction That Works* by Robert Marzano



IPLA Curriculum Mapping

By Jeremy Baugh, Principal, Mill Creek West Elementary and
Bill Gavaghan, Executive Director of IPLA

In earlier editions of the IPLA Special Edition, the Indiana Principal Leadership Academy's (IPLA) 13 curriculum standards and rubrics have been shared and discussed. The standards and rubrics can be found on the IPLA website. Jeremy Baugh, Principal, Mill Creek West Elementary and Group 43 graduate, recently worked with the IPLA staff in a curriculum mapping process to align and focus the Academy curriculum.

The result of these combined efforts was the creation of an IPLA Curriculum Map. The IPLA Curriculum Map was designed to integrate the 13 IPLA curriculum standards and rubrics. The map consists of several key components: essential questions, content standards, skills, rubric components, activities/resources, related reading, and presenters.

In the past, the IPLA curriculum has been presented to participants as

a topic syllabus with one particular content focus for each of the eighteen sessions. With the new curriculum mapping system, group facilitation teams will be able to see key skills, content standards, and rubric elements that have been strategically interwoven within one easy to use planning tool. The team will then be able to better plan and select the presenters for the two-year IPLA program. Presenters will be chosen based on their ability to teach to the specific standards and rubric elements that have been developed for that particular day or session. The facilitators that work with each Academy cohort group will use the curriculum map to plan and monitor the standards and skills being taught during the two-year Academy experience.

The true value behind the curriculum mapping process is that IPLA participants will now be able to see the entire two year IPLA curriculum at a glance. They will then be able to use the rubrics and the map together to develop a successful professional development growth plan for their time with IPLA. This new system of curriculum mapping and measuring growth with rubrics will enhance the IPLA experience and improve the quality of Indiana's school administrators.

INSTRUCTIONAL COACHING – What school leaders need to know

Sue Davis (daviss@leb.k12.in.us), Joint Services Educational Diagnostician, Boone-Clinton-North West Hendricks Joint Services

"The test of a good coach is that when they leave, others will carry on successfully." –Author Unknown.

Coaching has become increasingly important for educators in regards to implementing change and building capacity. Schools are complex systems, and when creating a systemic change, coaching along with modeling and assisting individuals are essential components for success.

It is through high-quality coaching that people are able to work together to build the capacity of educational professionals and systems so that they may better serve children and foster better student outcomes. Coaches must not only have a keen understanding of content, best practices, and data analysis, but they must also have a deep knowledge of school climate and the change process. Coaches must treat individuals with respect and diplomacy and be able to effectively communicate the steps necessary for facilitating high achievement for all students.



Sue Davis

Effective coaching requires getting to know people as individuals in order to best create the desire within them to change. Coaches must continually improve their communication skills and be skilled at working with a variety of people as individuals, each having their own talents and needs. Coaching involves creating a positive atmosphere for change within differing environments whether it is district to district, building to building, or classroom to classroom. In coaching, it is important to focus on motivating people to help move the system forward collectively while directly supporting each person involved as an individual. Knowing the level of support to give to

individuals at any given time helps tremendously in creating effective teams of individuals.

It is particularly crucial to keep coaching from becoming a part of the evaluative process. In a coaching situation, coaches must clarify their role as a support mechanism and emphasize the importance of learning together. Communication and listening are essential elements of effective coaching. The entire process must be perceived as being free of threat or fear. Foresight as to where an individual may be coming from in regards to years of experience, job responsibilities, and professional goals is key as well. Flexibility is another essential element. Because every individual travels through the process of change at different rates and levels, coaches must be open, listen well, and be ready to adapt to best meet the needs and share the strengths of all involved.

The implementation of effective coaching is not without its challenges especially when it comes to the change process itself and time management. However, if done in a positive manner with positive outcomes produced, coaching can be a phenomenal and synergistic experience for all involved.

Coaching Resources

Knight, J. (2007.) *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.

Knight, J. (in press). *The big four: A comprehensive model for instructional coaches*.

Sprick, R., Knight, J., Reinke, W., & McKale, T. (2007). *Coaching classroom management: A toolkit for coaches and administrators*. Eugene, OR: Pacific Northwest Publishing.

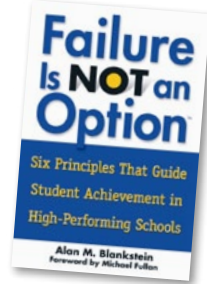


BOOKS FOR LEADERS

Failure is Not an Option

by Alan Blankstein

Book review by Sarah Robinson, English teacher and department head at Brownsburg West Middle School in Brownsburg, Indiana. She is a member of Cohort Group 26 in Butler University's Experiential Program for Preparing School Principals (EPPSP).



While we would be hard-pressed to find a school leader who believes that it is acceptable to leave students behind, many great leaders will readily admit that they often feel unsure of what steps are necessary to take in order to create a culture where no student is left behind. Author Alan Blankstein acknowledges this climate of uncertainty, but reminds readers that when our children are at stake, “failure is not an option.”



Sarah Robinson

Borrowing his book's title from the oft-cited motto of Gene Kranz who led his crew in bringing the Apollo 13 astronauts back to earth under seemingly impossible circumstances, Blankstein uses this same approach to analyze the change that must take place in American schools. However, Blankstein does not attempt to say that long-term change is easy or that there is a one-size-fits-all model, instead he acknowledges that change won't occur unintentionally

and therefore, school leaders must approach change both systematically and passionately.

Blankstein advocates the need for school leaders to join in the “Courageous Leadership Imperative” in search of sustaining long-term, school culture change. He asserts that, “Effective leaders act with heart. In the final analysis, their decisions are informed by judgment but emanate

from their core purpose, values, and intention. Leaders who act in this manner transcend fears of failure that would otherwise impede them.”

Further emphasizing his understanding of the roadblocks to change and how these roadblocks are often reasons cited when failure does occur, Blankstein offers realistic solutions to each issue. For the naysayer, this chapter is probably the most powerful. Essentially, Blankstein is saying that there are significant barriers, but we can't let these barriers prevent us from accomplishing our mission.

Blankstein utilizes proven ideologies from a myriad of leadership gurus to develop a school model in which all students succeed. What makes *Failure is Not an Option* stand out from *Good to Great*, *Professional Learning Communities at Work*, *Leading Change*, *The Moral Imperative of School Leadership*, and so many other books, is that Blankstein looks at the big picture of creating a culture change in schools and then applies these theories into a model that school leaders can follow.

The core of Blankstein's message is that there are six principles that guide student achievement:

- 1: Common Mission, Vision, Values, and Goals
- 2: Ensuring Achievement for All Students:
Systems for Prevention and Interventions
- 3: Collaborate Teaming Focused on Teaming and Learning
- 4: Using Data to Guide Decision Making and Continuous Improvement
- 5: Gaining Active Engagement From Family and Community
- 6: Building Sustainable Leadership Capacity

When reading this book, I was struck by how these six principles are interconnected. While Blankstein credits many of the ideas and concepts to other leading names in school reform, it is evident that he has taken their research to the next level and provided school leaders with a blueprint that can be personalized dependent on any school's individual needs. I believe this book is a must-read for any school improvement team.

(INTERVENTIONS continued from page 1)

Evidence-based Curriculum and Instruction:

SW-PBIS is a research-based framework for establishing a positive social culture in the school. It also provides more intensive interventions that may be applied as needed. (See: <http://www.pbis.org/files/101007evidencebase4pbs.pdf>)

Assessment and Progress Monitoring: SW-PBIS establishes a system for collecting, analyzing, and reporting student progress that uses office discipline referrals, suspension data, and expulsion data. Methodologies for universal screening may be incorporated into the SW-PBIS framework.

Data-based Decision Making: Individual teachers and school-based teams use data and a problem solving model to make decisions about the effectiveness of SW-PBIS and to recommend alternative strategies or more intensive interventions for students. Team members are taught to be responsive to cultural differences when analyzing data.

Family, School, Community Partnerships: SW-PBIS

incorporates family and community at each level of implementation through the inclusion of family and community members on the school and district leadership teams and by recommending ways to communicate with, encourage involvement from, and gain support from families and community members.

Cultural Responsivity: SW-PBIS expects all learning experiences and behavioral decisions to be grounded in an awareness of cultural context and the values, social norms, and strengths that all students bring to the educational setting. Gaining cultural competence means developing the knowledge and skills to work effectively across all cultures.

For more information on School-wide Positive Behavioral Interventions and Supports see:

OSEP Technical Assistance Center on School-wide Positive Behavioral Interventions and Supports at www.pbis.org

Center for Evaluation and Education Policy at Indiana University, *Education Policy Brief: Improving School Climate and Student Behavior; A New Paradigm for Indiana Schools*, at <http://ceep.indiana.edu/projects/projectlist3.shtml>



IPLA Graduate Wins \$25,000 Milken Educator Award

In recognition of her commitment to furthering excellence in education, Nicole Law, principal of Garden City Elementary in MSD of Wayne Township, graduate of IPLA Group 42, and current facilitator for IPLA Group 45, received the \$25,000 National Educator Award from the Milken Family Foundation in a surprise school-wide assembly on October 6, 2008. Dr. Suellen Reed, Indiana Superintendent of Public Instruction, and Dr. Jane Foley, Senior Vice President of Milken Family Foundation, were on hand to present Nicole her award.

"We are proud to recognize this outstanding Hoosier educator for her achievements," Dr. Reed said. "Nicole Law is an excellent example of how dedicated school professionals can truly make a difference in ensuring that our students succeed."

Milken Educators may use their \$25,000 Awards in any way they wish. Nicole plans to donate some of the funds to Garden City and other charitable groups. As a Milken Educator, Nicole will also receive an all-expenses-paid trip to Los Angeles, California, to participate in the annual Milken National Education Conference held each spring.

Unlike most teaching awards, the Milken Educator Awards have no formal nomination or application process. Educators are recommended without their knowledge by a blue-ribbon panel appointed by each state's department of education. Candidates for the Milken Educator Awards are selected on the basis of the following criteria:

- Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession;
- Strong long-range potential for professional and policy leadership; and
- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Nicole has 13 years of experience in education with six of those in administration. She is currently working on her Ph.D. in Elementary Administration and Supervision at Indiana State University. She hopes to finish her dissertation, *The Principal's Role in Increasing Teacher Expertise*, in the spring of 2009.

As for her experience in IPLA, Nicole says, "IPLA has provided me the opportunity to enhance my knowledge of best practices in the areas of instructional leadership, while building and sustaining a culture and climate that is energetic and focused on fulfilling the mission and vision for a school. I have benefited from the collegiality of other principals, and the presenters have given me insight on implementing strategies that have proven to be successful for my school."

Nicole believes that all students can learn when empowered by a teacher that genuinely cares about their individual needs, creates an environment



based on high expectations, and provides opportunities for instruction that is engaging, motivating, and at their independent level. When it comes to leadership, Nicole believes that it is about serving and empowering others in hopes of creating a sustained environment of success and growth for all stakeholders. Moreover, leadership must be visible in multiple realms beyond the school community.

Some professional resources that Nicole highly recommends are the following:

- *Shaping School Culture* by Terrence E. Deal and Kent D. Peterson
- *Professional Learning Communities at Work* by Richard DuFour
- *The Principal As Staff Developer* by Dennis Sparks
- *Star Principal of Poverty Children* by Dr. Martin Haberman
- NSDC (National Staff Development Council)
- ASCD (Association for Supervision and Curriculum Development)
- IPLA (Indiana Principal Leadership Academy)

QUOTE CORNER

"There are two ways of exerting one's strength: one is pushing down, the other is pulling up."

Booker T. Washington (1856 - 1915)



INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

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Indianapolis, IN 46204-2798

C A L E N D A R

2009

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|----------------------|---|
| January 27-28 | 19th Annual IPLA Alumni Winter Conference
at the Sheraton Indianapolis Hotel and Suites,
Keystone at the Crossing |
| February 1- | IPLA Alumni Association Aspiring Principal |
| April 24 | Scholarship Applications accepted at
www.doe.in.gov/ipla |
| February 9-10 | IPLA Academy Group 44 & 45 Session
at the Sheraton Indianapolis Hotel and Suites,
Keystone at the Crossing |
| April 14-15 | IPLA Academy Group 44 & 45 Session
at the Sheraton Indianapolis Hotel and Suites,
Keystone at the Crossing |
| April 16 | Group 44 Graduation at the Sheraton Indianapolis
Hotel and Suites, Keystone at the Crossing |

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